Be a Powerful Adult Education Leader!

Ellen Hewett & Priyanka Sharma

National College Transition Network

World Education, Inc. Boston MA

Greetings!

Welcome

Objectives of our work together

- To provide a framework for what college and career readiness needs to be in the adult education field

- To support efforts to operationalize adult education programming as the bridge to college and career readiness

- To strengthen your collaborative leadership skills

Benefits of Going On

- Let's think….

- Jot down a list of some of the benefits of going on to college and career training.

EDUCATION AND TRAINING PAY

UNEMPLOYMENT RATE IN 2012

15%	10%	5%	0

MEAN EARNINGS IN 2011

0	20	40	60	80	100	120	140	160

Note: Earnings for year-round full-time workers 25 years and over; unemployment rate for those 25 and over

Source: Bureau of the Census; Bureau of Labor Statistics

http://www.census.gov/hhes/www/cpstables/032012/perinc/pinc03_10.xls

Unemployment Rate	Education Level	Mean Earnings
2.1	PROFESSIONAL DEGREE	$144,215
2.5	DOCTORATE DEGREE	$119,995
3.5	MASTER'S DEGREE	$ 90,461
4.5	BACHELOR'S DEGREE	$71,818
6.2	ASSOCIATE DEGREE	$51,528
7.7	SOME COLLEGE, NO DEGREE	$48,497
8.3	HIGH SCHOOL GRADUATE	$42,167
12.4	LESS THAN HIGH SCHOOL	$32,120
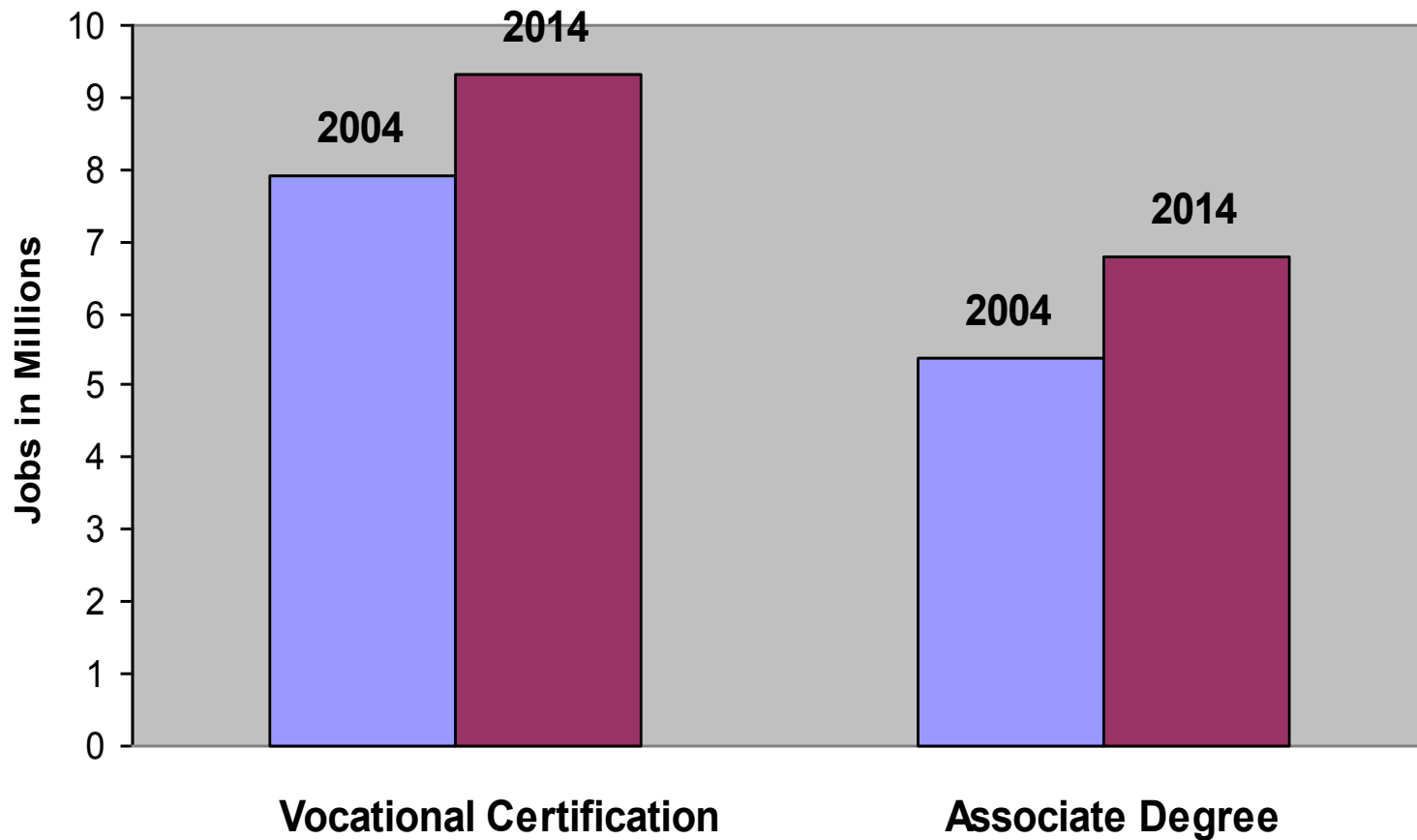
Other benefits

- More employer benefits
- Feel healthier
- Better able to make decisions as consumers
- Children more likely to go to college if parents have
- What did we miss?

Challenges for students

- Academic gaps
- Financial concerns
- Inadequate or out-dated information on the skills needed in today's job market
- Multiple responsibilities – childcare
- Few role models
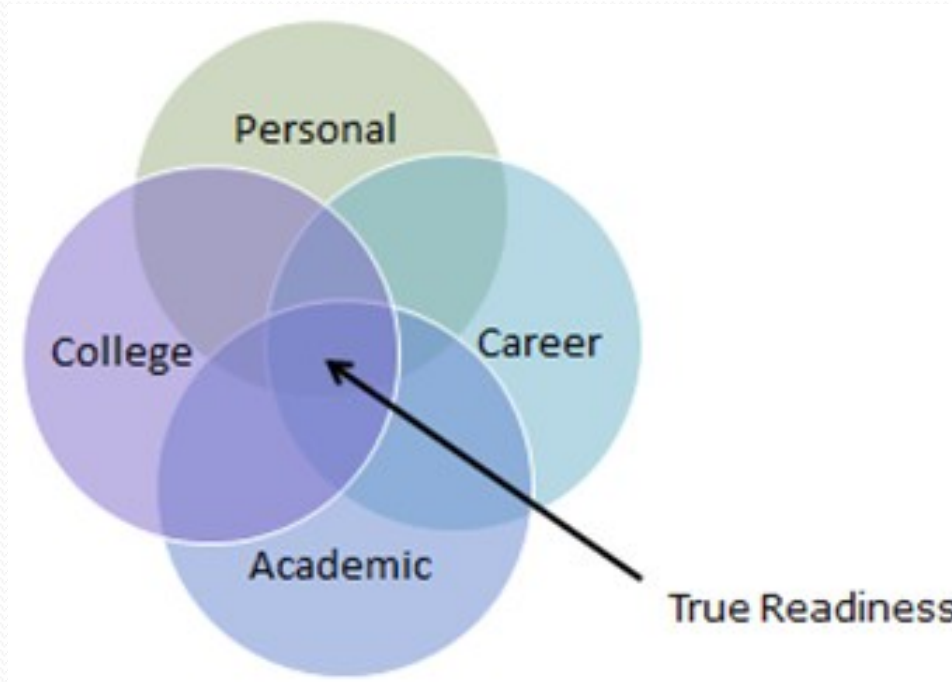
And there's more…

- Difficulty navigating the college system
- New to technology
- Unfamiliar with placement testing
- Personal concerns about ability to succeed in college

But with support…

Newest research shows that college readiness and success components make a difference.

College and Career Readiness

This True Readiness graphic was developed by the LEAP Transition Program, Workforce/Economic Development & Continuing Education, El Paso Community College.
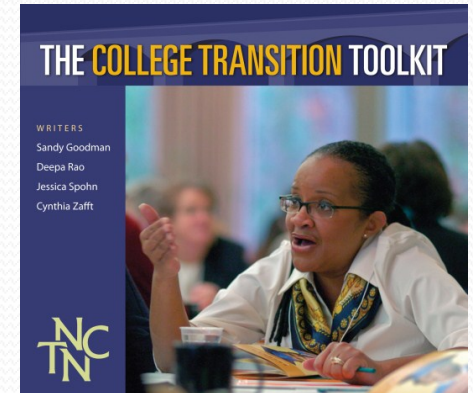
Group Activity: *Vision Tree*

College and Career Readiness

Building on Existing Programs activity

- Please complete the second column of the document on your own

- Pair Share!

- We will return to the third and fourth column later.

Evidence-based Education

The integration of professional wisdom with the best available empirical evidence in making decisions about how to deliver instruction.

Source: U.S. Dept. of Education's Institute of Education Sciences

Evidence-based Adult Education System

An evidence-based adult education system has three components:

- ❖ **Basic and applied research** that provides evidence to build program models;
- ❖ **Program model evaluation** that test the effectiveness of program models;
- ❖ **Practitioner knowledge** that improves implementation of program models.

These three components work together in a cycle that continually improves program models.

Evidence-based Practice

- Reading resources:
  - LINCS Assessment Strategies and Reading Profiles
  - STAR (Student Achievement in Reading)

- Writing:
  - Teaching Excellence in Adult Literacy (TEAL)
  - Framework for Success in Postsecondary Writing

- Math
  - Algebraic Thinking in Adult Education

- Other:
  - Persistence
  - College Transitions (Career Pathways, College Completion Toolkit)
  - Learning Disabilities

Evidence-based practice research on above areas are available in electronic handouts.

College and Career Readiness
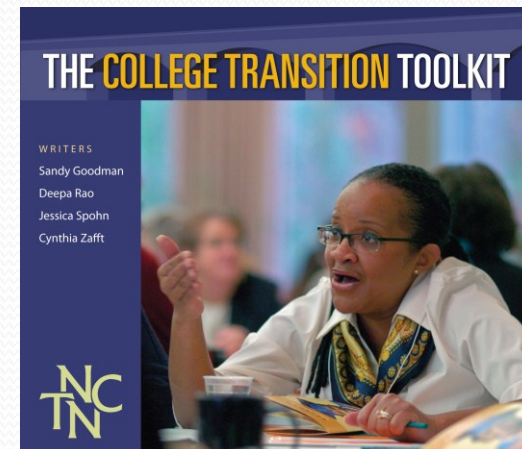
Persistence

3 Types of Persistence Barriers

- Institutional barriers

- Dispositional barriers

- Systemic and situational barriers

(Quigley, 1998)

Institutional Barriers

Our programs may present barriers to participation through the processes we use for:

1. Intake and orientation
2. Instruction
3. Counseling
4. Assessment
5. Re-engagement efforts

Dispositional barriers

Adults' beliefs about themselves can have a profound effect on their persistence and achievement.

1. Low sense of self-efficacy
2. Fixed vs. growth mindset

Others?

The NCSALL study identified . . . .

Four supports to persistence that programs can provide:

- - Manage positive and negative forces
- - Build self-efficacy
- - Establish a goal
- - See progress toward the goal

What is self-efficacy?

WHAT MATTERS MOST IS HOW YOU SEE YOURSELF.

• A person's judgment or self-confidence about being able to perform a particular activity.

• Unlike self-esteem, which reflects how students feel about their self-worth in general, self-efficacy reflects how confident students are about performing specific tasks.

Fixed Mindset	Growth Mindset
Lose confidence easily	Focus on effort
Want easy tasks; afraid of making mistakes	Want more challenging tasks
Don't recover well from setbacks	Don't equate mistakes with being dumb

(Carol Dweck)

Noncognitive Factors

Research shows that grades are vastly better predictors of high school and college performance and graduation (and life outcomes) than are standardized test scores because grades also reflect students':

Study skills	Metacognitive strategies
Attendance	Attitudes about learning
Work habits	Beliefs in their own intelligence
Time management	Relationships with others
Help-seeking behaviors	Self-control

and social and academic problem-solving skills that allow students to successfully manage new environments.

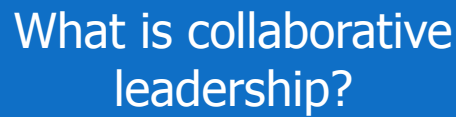(University of Chicago Research Review, 2012)

Situational (and Societal) Barriers

1. Poverty and social policies that disadvantage the poor

2. Social or family dysfunction

3. Exposure to violence (domestic, ethnic, etc.)

Refocusing attention . . .

Studies of persistence tend to focus on individual-level factors, such as participant attitudes and motivation, or program characteristics such as curricular content and program design. . . . This research tends to downplay the ways that factors such as local wages, unemployment, transportation systems, affordable housing, and residential mobility may support or undermine persistence.

(Schafft, Prins, and Movit, 2008)

What is collaborative leadership?

The processes, activities and relationships in which a program and its members/staff engage in collaboration.

Collaboration is defined as exchanging information and sharing or pooling resources for mutual benefit to achieve a common purpose.

What is a collaborative leader?

Someone who safeguards and promotes the collaborative process.

Why is collaborative leadership important?

Locus of Program Vision

Traditional Leadership

- Solitary, charismatic leader provides inspiring vision
- Persuades others to align in support of vision
- Motivates others to achieve vision

Collaborative Leadership

Shared vision leads to mutual understanding and commitment.
Collaborative leaders:

- Provide inspiration
- Provide means for creating a shared vision
- Help stakeholders set the direction and move in that direction

Who is a Collaborative Leader?

Skills

- Conflict management
- Developing trust
- Communication
- Decision-making
- Creating safety
- Assessment

Capacities

- Uncertainty
- Taking perspective
- Self-reflection
- Ego control

Six Practices of Collaborative Leadership

5

- Self-Reflection
- Building Trust
- Assessing the Environment
- Creating Clarity
- Developing Staff
- Sharing Power and Influence

Self-Reflection

Being aware of and understanding your values, attitudes and behavior as they relate to your leadership style and impact on others.

Building Trust

Creating safe places for developing shared purpose and action.

Assessing the Environment

Context of collaboration

➢ Identify problem/challenge/issue

➢ Identify stakeholders

➢ Assess the extent of stakeholder agreement

➢ Evaluate "community's" readiness and capacity

➢ Identify where challenge/problem/issue can best be addressed.

Creating Clarity

Being clear about the goals, direction and envisioned future for program – particular issue

How?

Integrating personal vision into a shared vision by finding common ground.

Means?

Mobilizing staff and other stakeholders through a shared vision and positive action.

Developing People

Bringing out the best in others

- Realize and promote the potential present in others
- Give up ownership or control
- Maximize the use of other people's talents and resources
- Use coaching and mentoring to create power, which increases leadership capacity
- Build confidence by setting goals and receiving performance feedback

Sharing Power and Influence

Developing the synergy of people, organizations and communities to accomplish a shared vision.

Eight Sources of Power

1. Position/Authority
2. Information and Expertise
3. Control of Rewards
4. Coercion
5. Alliance and Networks
6. Access and Control of Agendas
7. Control of Meaning and Symbol
8. Personality

Let's do an exercise!

Experiential Exercise

Step 1

- When you think about strengthening your collaborative leadership skills, what thoughts and feelings emerge?

- **Step 1:** Write a narrative responding to this question. The first sentence of narrative is: "My biggest challenge and/or concern about being more of a collaborative leader is…." Keep writing without taking your pen from paper for the next few minutes. You will get a 30 second warning to let you know that it is time to stop writing.

Experiential Exercise

- Step 2
  - In groups of 6 - each person verbally shares the essence of his/her story.
  - Listen for common themes and differences.
  - Once each person has shared, it is time to develop a script depicting the challenge(s) of becoming more of a collaborative leader. You may choose one of your stories, or create a new one based on the themes expressed in the narratives.
  - The script becomes the foundation of a skit to share with group. (Note: there may not be time for each skit to be performed.)

Showtime!!!

- As we watch the skits, put yourself in consultant roles. Be prepared to offer technical assistance to your colleagues.

- Provide TA.

- Return to your group - Consider incorporating the feedback you received. If you did not present your skit, consider the common themes shared and how it may relate to your story.

- Lessons?

Group Activity:
Vision Tree revisited!

Thank you!

Ellen Hewett & Priyanka Sharma
National College Transition Network
World Education, Inc.

psharma@worlded.org
@PriyankaS_NCTN
enewett@worlded.org

Visit:
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